

Boulder Bluff Elementary

400 Judy Drive
Goose Creek, SC 29445

Grades	PK-5 Elementary School	
Enrollment	680 Students	
Principal	Kathaleen Williamson	843-820-4089
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Kathleen Bounds	843-761-5437

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	66	38	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Good	Good	No
2005	Average	Below Average	No
2006	Average	Unsatisfactory	No

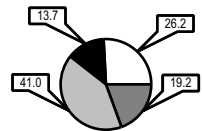
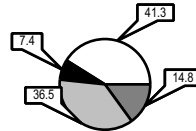
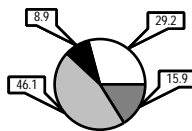
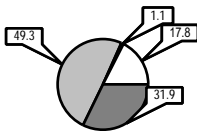
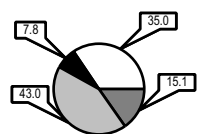
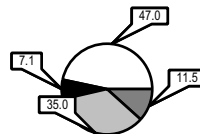
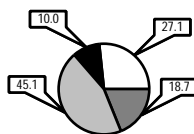
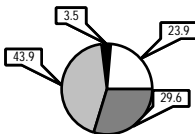
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	305	99.3	16.8	49.1	31.9	2.2	48.7	Yes	Yes
Gender									
Male	158	100.0	20.7	47.6	29.7	2.1	45.5	N/A	N/A
Female	147	98.6	12.5	50.8	34.4	2.3	52.3	N/A	N/A
Racial/Ethnic Group									
White	164	98.8	13.2	50.3	35.1	1.3	53.6	Yes	Yes
African American	118	100.0	21.4	48.5	28.2	1.9	40.8	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	28.6	42.9	21.4	7.1	35.7	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	248	99.6	9.5	51.8	37.4	1.4	56.3	N/A	N/A
Disabled	57	98.2	49.0	37.3	7.8	5.9	15.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	99.3	16.8	49.1	31.9	2.2	48.7	N/A	N/A
English Proficiency									
Limited English Proficient	11	100.0	40.0	50.0	10.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	294	99.3	16.0	49.0	32.7	2.3	49.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	204	99.0	17.9	49.5	31.0	1.6	45.1	Yes	Yes
Full-pay meals	101	100.0	14.6	48.3	33.7	3.4	56.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	304	100.0	28.1	46.4	15.7	9.9	41.2	Yes	Yes
Gender									
Male	158	100.0	30.3	42.8	16.6	10.3	39.3	N/A	N/A
Female	146	100.0	25.6	50.4	14.7	9.3	43.4	N/A	N/A
Racial/Ethnic Group									
White	163	100.0	19.7	46.7	20.4	13.2	52.0	Yes	Yes
African American	118	100.0	41.7	44.7	7.8	5.8	25.2	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	28.6	50.0	21.4	0.0	42.9	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	248	100.0	17.9	52.9	18.4	10.8	48.0	N/A	N/A
Disabled	56	100.0	72.5	17.6	3.9	5.9	11.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	304	100.0	28.1	46.4	15.7	9.9	41.2	N/A	N/A
English Proficiency									
Limited English Proficient	11	100.0	40.0	50.0	10.0	0.0	40.0	I/S	I/S
Non-Limited English Proficient	293	100.0	27.7	46.2	15.9	10.2	41.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	203	100.0	30.8	50.3	11.4	7.6	34.1	Yes	Yes
Full-pay meals	101	100.0	22.5	38.2	24.7	14.6	56.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	304	100.0	40.5	36.5	15.7	7.3	23.0
Gender							
Male	158	100.0	43.4	31.0	17.9	7.6	25.5
Female	146	100.0	37.2	42.6	13.2	7.0	20.2
Racial/Ethnic Group							
White	163	100.0	31.6	37.5	18.4	12.5	30.9
African American	118	100.0	52.4	35.0	12.6	0.0	12.6
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	42.9	42.9	14.3	0.0	14.3
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	248	100.0	32.7	40.8	17.5	9.0	26.5
Disabled	56	100.0	74.5	17.6	7.8	0.0	7.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	304	100.0	40.5	36.5	15.7	7.3	23.0
English Proficiency							
Limited English Proficient	11	100.0	50.0	40.0	10.0	0.0	10.0
Non-Limited English Proficient	293	100.0	40.2	36.4	15.9	7.6	23.5
Socio-Economic Status							
Subsidized meals	203	100.0	46.5	35.7	13.5	4.3	17.8
Full-pay meals	101	100.0	28.1	38.2	20.2	13.5	33.7

Social Studies							
All Students	304	100.0	25.5	40.5	19.7	14.2	33.9
Gender							
Male	158	100.0	23.4	42.1	20.7	13.8	34.5
Female	146	100.0	27.9	38.8	18.6	14.7	33.3
Racial/Ethnic Group							
White	163	100.0	18.4	43.4	20.4	17.8	38.2
African American	118	100.0	35.9	35.9	17.5	10.7	28.2
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	35.7	42.9	14.3	7.1	21.4
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	248	100.0	18.4	42.2	22.9	16.6	39.5
Disabled	56	100.0	56.9	33.3	5.9	3.9	9.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	304	100.0	25.5	40.5	19.7	14.2	33.9
English Proficiency							
Limited English Proficient	11	100.0	40.0	50.0	10.0	0.0	10.0
Non-Limited English Proficient	293	100.0	25.0	40.2	20.1	14.8	34.8
Socio-Economic Status							
Subsidized meals	203	100.0	29.7	38.9	21.6	9.7	31.4
Full-pay meals	101	100.0	16.9	43.8	15.7	23.6	39.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	93	100.0	19.8	34.6	38.3	7.4	45.7
	4	104	100.0	11.6	60.0	26.3	2.1	28.4
	5	115	99.1	26.0	47.1	24.0	2.9	26.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	88	97.7	13.0	33.8	49.4	3.9	53.2
	4	109	100.0	21.6	45.4	29.9	3.1	33.0
	5	108	100.0	15.2	64.6	20.2	0.0	20.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	93	100.0	28.4	51.9	19.8	0.0	19.8
	4	104	100.0	17.9	33.7	33.7	14.7	48.4
	5	115	99.1	29.8	44.2	18.3	7.7	26.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	100.0	25.6	57.7	12.8	3.8	16.7
	4	109	100.0	29.9	29.9	17.5	22.7	40.2
	5	108	100.0	28.3	53.5	16.2	2.0	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	93	100.0	51.9	33.3	13.6	1.2	14.8
	4	104	100.0	33.7	46.3	16.8	3.2	20.0
	5	115	98.3	53.4	26.2	13.6	6.8	20.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	100.0	37.2	50.0	10.3	2.6	12.8
	4	109	100.0	39.2	23.7	22.7	14.4	37.1
	5	108	100.0	44.4	38.4	13.1	4.0	17.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	93	100.0	23.5	42.0	30.9	3.7	34.6
	4	104	100.0	17.9	50.5	17.9	13.7	31.6
	5	115	98.3	39.8	37.9	14.6	7.8	22.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	100.0	15.4	41.0	30.8	12.8	43.6
	4	109	100.0	25.8	32.0	18.6	23.7	42.3
	5	108	100.0	33.3	48.5	12.1	6.1	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 680)				
First graders who attended full-day kindergarten	77.6%	Down from 100.0%	100.0%	100.0%
Retention rate	6.7%	Up from 3.9%	3.6%	2.8%
Attendance rate	96.3%	Up from 96.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.7%	0.0%	0.0%
Eligible for gifted and talented	9.4%	Down from 14.4%	8.3%	10.4%
On academic plans	39.2%	N/AV	40.4%	33.6%
On academic probation	1.0%	N/AV	0.4%	1.0%
With disabilities other than speech	12.7%	Down from 14.7%	8.5%	7.5%
Older than usual for grade	0.5%	Down from 0.7%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.2%	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	55.6%	Down from 59.5%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.1%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	82.9%	No change	87.2%	87.3%
Teacher attendance rate	94.6%	Up from 93.7%	95.1%	94.9%
Average teacher salary	\$41,005	Up 4.2%	\$42,218	\$42,485
Prof. development days/teacher	9.3 days	Down from 9.5 days	13.3 days	13.3 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.8 to 1	18.2 to 1	18.6 to 1
Prime instructional time	89.2%	Up from 87.8%	89.8%	89.7%
Dollars spent per pupil*	\$6,116	Up 10.1%	\$6,642	\$6,557
Percent of expenditures for teacher salaries*	55.7%	Down from 58.3%	64.0%	64.0%
Percent of expenditures for instruction*	60.8%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.0%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-06 school year was very challenging at Boulder Bluff Elementary School. Our 650 students, from 4K to grade 5, were working hard as we analyzed DIBELS, MAP, and PACT data to measure each child's academic growth and set goals for the year. Our school was fully accredited by the Southern Association of Colleges and Schools as we received an Excellent rating after our review by their committee. We continue to be a schoolwide School-to-Work Grant recipient and an Arts in Basic Curriculum site with the South Carolina Department of Education.

For the second year, our Teacher of the Year was selected as a Berkeley County Honor Roll Teacher. We are very proud to have Ms. Cynthia Infinger represent us as our 2006 Teacher of the Year. Mrs. Infinger is the Preschool Itinerant teacher.

As we continued to use The Arts as an instructional strategy in the regular classrooms, we enjoyed Artists in Residence for special presentations in art and movement. This year our artists worked with second and fifth grades. Again, the fourth grade students participated in the State Department of Education Arts Assessment Program in music and visual arts. Students from our school were chosen to participate in the South Carolina Elementary Honors Chorus and the All County Chorus.

As students participated and served as officers in the Student Council, operated the BBE Postal System, produced the WBBE News, coached students for Special Olympics, led PEACE Rallies, and served as Math and Book Buddies, they developed leadership skills and learned about accepting responsibility. They also earned 110 Days of PEACE early in the year, and we celebrated with a PEACE Picnic at the park.

We received another grant to continue the 21st Century Learning Center After School Program to assist and encourage students in improving their academic skills. The ASTAR Tutoring Program, Saturday School, teachers tutoring individuals and small groups before and after school are additional opportunities we offered to students wanting to sharpen their skills, complete special projects, and practice specific skills. Those parents helping with clerical duties, making copies, tutoring students, posting bulletin board displays, chaperoning fieldtrips and providing an occasional duty free lunch were genuinely appreciated by the faculty and staff!

Kathaleen Williamson, Principal

Barbara Anderson, School Planning and Management Team Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	94	77
Percent satisfied with learning environment	88.4%	94.7%	87.0%
Percent satisfied with social and physical environment	90.7%	95.7%	94.7%
Percent satisfied with school-home relations	67.4%	92.5%	90.8%

*Only students at the highest elementary school grade level at this school and their parents were included.